**VCE / VET**

**FITNESS FOCUS – BUNDLE TWO WORKBOOK**

NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Competencies addressed in this workbook task**

SRXGRO002A - Deal with conflict

SRXGRO001A - Facilitate a group

SRCCRO007B - Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities

SRXCAI004B - Plan a session or program for participants

SRXCAI005B - Conduct a sport and recreation session for participants

**To accompany this workbook**

* **Competency handouts SRXCAI005B and SRXCAI004B**
* **Communication styles self-assessment**
* **VIT Code of conduct**

**DEALING WITH CONFLICT**

**WHAT’S YOUR STYLE?**

Communication Styles

**Aggressive, Passive, Passive-Aggressive or Assertive Communication**

Do you know how your communication style is perceived? To progress in your career it is vital that you communicate in an assertive way.

It is important to understand how your communication style is interpreted by others to avoid miscommunication and misunderstandings. The goal is communicate with assertion and avoid an aggressive, passive-aggressive or passive style of communication.

Use the following checklist to see how you communicate over all or to evaluate a particular exchange you’ve had to see how you can improve on your communication style.

**Aggressive Communication**

\_\_You choose and make decisions for others.

\_\_You are brutally honest.

\_\_You are direct and forceful.

\_\_You are self enhancing and derogatory.

\_\_You’ll participate in a win-lose situation only if you’ll win.

\_\_You demand your own way.

\_\_You feel righteous, superior, controlling – later possibly feeling guilt.

\_\_Others feel humiliated, defensive, resentful and hurt around you.

\_\_Others view you in the exchange as angry, vengeful, distrustful and fearful.

\_\_The outcome is usually that your goal is achieved at the expense of others. Your rights are upheld but others are violated.

\_\_Your underlying belief system is that you have to put others down to protect yourself.

**Passive Communication**

\_\_You allow others to choose and make decisions for you.

\_\_You are emotionally dishonest.

\_\_You are indirect and self denying.

\_\_You are inhibited.

\_\_If you get your own way, it is by chance.

\_\_You feel anxious, ignored, helpless, manipulated, angry at yourself and/or others.

\_\_Others feel guilty or superior and frustrated with you.

\_\_Others view you in the exchange as a pushover and that you don’t know what you want or how you stand on an issue.

\_\_The outcome is that others achieve their goals at your expense. Your rights are violated.

\_\_Your underlying belief is that you should never make someone uncomfortable or displeased except yourself.

**Passive-Aggressive Communication**

\_\_You manipulate others to choose your way.

\_\_You appear honest but underlying comments confuse.

\_\_You tend towards indirectness with the air of being direct.

\_\_You are self-enhancing but not straight forward about it.

\_\_In win-lose situations you will make the opponent look bad or manipulate it so you win.

\_\_If you don’t get your way you’ll make snide comments or pout and be the victim.

\_\_You feel confused, unclear on how to feel, you’re angry but not sure why. Later you possibly feel guilty.

\_\_Others feel confused, frustrated, not sure who you are or what you stand for or what to expect next.

\_\_Others view you in the exchange as someone they need to protect themselves from and fear being manipulated and controlled.

\_\_The outcome is that the goal is avoided or ignored as it cause such confusion or the outcome is the same as with an aggressive or passive style.

\_\_Your underlying belief is that you need to fight to be heard and respected. If that means you need to manipulate, be passive or aggressive, so be it.

**Assertive Communication**

\_\_You choose and make decisions for you.

\_\_You are sensitive and caring with your honesty.

\_\_You are direct.

\_\_You are self-respecting, self expressive and straight forward.

\_\_You convert win-lose situations to win-win ones.

\_\_You are willing to compromise and negotiate.

\_\_You feel confident, self-respecting, goal-oriented, valued. Later you may feel a sense of accomplishment.

\_\_Others feel valued and respected.

\_\_Others view you with respect, trust and understand where you stand.

\_\_The outcome is determined by above-board negotiation. Your rights and others are respected.

\_\_Your underlying belief is that you have a responsibility to protect your own rights. You respect others but not necessarily their behaviour.

1. It is important in work, life and sport to understand and appreciate the communication styles of others and yourself. Considering the information above;
2. What style are you? 1 mark

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Do you sometimes have a different style depending on the situation? What and where? 3 marks

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Which style do you think would work best as a coach/instructor? Explain 4 marks

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Which style do you think would work best for an ‘in-charge’ supervisory position in a workplace? 4 marks

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Complete the Self-Assessment Exercise – Communication Styles (your teacher will have copy)

**WIN-WIN, WIN-LOSE, LOSE-LOSE SITUATIONS**

Win-win, win-lose, and lose-lose are [game theory](http://www.beyondintractability.org/essay/prisoners_dilemma/) terms that refer to the possible outcomes of a game or dispute involving two sides, and more importantly, how each side perceives their outcome relative to their standing before the game. For example, a "win" results when the outcome of a negotiation is better than expected, a "loss" when the outcome is worse than expected. Two people may receive the same outcome in measurable terms, say $10, but for one side that may be a loss, while for the other it is a win. In other words, expectations determine one's perception of any given result.

**Win-win** outcomes occur when each side of a dispute feels they have won. Since both sides benefit from such a scenario, any resolutions to the conflict are likely to be accepted voluntarily. The process of [integrative bargaining](http://www.beyondintractability.org/essay/interest-based_bargaining/) aims to achieve, through cooperation, win-win outcomes.

**Win-lose** situations result when only one side perceives the outcome as positive. Thus, win-lose outcomes are less likely to be accepted voluntarily. [Distributive bargaining](http://www.beyondintractability.org/essay/distributive_bargaining/) processes, based on a principle of competition between participants, tend to end in win-lose outcomes.

**Lose-lose** means that all parties end up being worse off. An example of this would be a budget-cutting negotiation in which all parties lose money. In some lose-lose situations, all parties understand that losses are unavoidable and that they will be evenly distributed. In such situations, lose-lose outcomes can be preferable to win-lose outcomes because the distribution is at least considered to be fair.[1]

In other situations, though, lose-lose outcomes occur when win-win outcomes might have been possible. The classic example of this is called the [prisoner's dilemma](http://www.beyondintractability.org/essay/prisoners_dilemma/) in which two prisoners must decide whether to confess to a crime. Neither prisoner knows what the other will do. The best outcome for prisoner A occurs if he/she confesses, while prisoner B keeps quiet. In this case, the prisoner who confesses and implicates the other is rewarded by being set free, and the other (who stayed quiet) receives the maximum sentence, as s/he didn't cooperate with the police, yet they have enough evidence to convict. (This is a win-lose outcome.) The same goes for prisoner B. But if both prisoners confess (trying to take advantage of their partner), they each serve the maximum sentence (a lose-lose outcome). If neither confesses, they both serve a reduced sentence (a win-win outcome, although the win is not as big as the one they would have received in the win-lose scenario).

This situation occurs fairly often, as win-win outcomes can only be identified through cooperative (or integrative) bargaining, and are likely to be overlooked if negotiations take a competitive distributive) stance.

The key thing to remember is that any negotiation may be [reframed](http://www.beyondintractability.org/essay/joint_reframing/) (placed in a new context) so that expectations are lowered. In the prisoner's dilemma, for example, if both prisoners are able to perceive the reduced sentence as a win rather than a loss, then the outcome is a win-win situation. Thus, with lowered expectations, it may be possible for negotiators to craft win-win solutions out of a potentially lose-lose situation. However, this requires that the parties sacrifice their original demands for lesser ones.

1. Summarise

Win-win \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Win-lose \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lose-lose \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Disputes often occur between students. It is also often difficult to determine the truth.

In its classical form, the prisoner's dilemma ("PD") is presented as follows:

Two suspects are arrested by the police. The police have insufficient evidence for a conviction, and, having separated both prisoners, visit each of them to offer the same deal. If one testifies (defects from the other) for the prosecution against the other and the other remains silent (cooperates with the other), the betrayer goes free and the silent accomplice receives the full 10-year sentence. If both remain silent, both prisoners are sentenced to only six months in jail for a minor charge. If each betrays the other, each receives a five-year sentence. Each prisoner must choose to betray the other or to remain silent. Each one is assured that the other would not know about the betrayal before the end of the investigation. How should the prisoners act?

**Case Study** – An item of expensive sports equipment has been recklessly broken during your lesson. It was being used by 2 students at the time. One or both students are guilty of the damage. Utilising the concept of the prisoner’s dilemma, how could you resolve the issue with a win-win? 10 marks

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Five Styles of Handling Children's Conflicts**

|  |  |  |
| --- | --- | --- |
| **Style of Handling Conflict** | **Uses** | **Limitations** |
| **DIRECTION**  When you say, in effect, "Do this," you are directing. Direction is a non-negotiating approach. An adult authority decides what needs to be done and gives the direction that it be done. It's important to recognize that directing need not be unkind or authoritarian. Children can be told nicely, but clearly, what they need to do. | When safety is at stake; when children are out of control and need help getting back into control; when there is no time to discuss or negotiate; when the problem is not important enough to spend much time or energy. | Doesn't build children's independence in problem solving; may cause resentment on the part of children; may not really solve problems. |

|  |  |  |
| --- | --- | --- |
| **MEDIATION** A third party--either a staff person or any trained person--sits with children and helps them work out their conflict by creating an environment where problem solving can take place. This is done by strictly enforcing ground rules: be honest, no interrupting, and no name calling or put downs. The mediator helps the disputants define their problem, develop solutions, and choose a workable solution. | Because the disputants are solving the problem themselves, they are invested in the solution. Also, it helps get to the root of some persistent problems. | Takes time! The conflict may not be worth the time and effort compared to the learning that comes from it. |
| **ARBITRATION** Also involves a third party who hears both (or all) sides, then tells the disputants how they should handle the conflict. This may be done with some input from the disputants, or by simply saying, "This is what you're going to do." | Efficient. Gives the disputants a chance to state their point of view, but doesn't spend a lot of time on problem solving. | May not get to the root of the problem. The disputants may not learn anything about solving conflicts. |
| **JUDGMENT** Sometimes the emphasis needs to be not on problem solving, but on determining who was right and who was wrong. Children depend on the adult to act as a judge, to listen and weigh the evidence, and then to pass a fair judgment. | When there has been clear wrongdoing and the parties involved want justice; when there is a need for consequences to be decided upon for actions. | Doesn't build independent problem-solving skills; keeps children dependent upon adults; is by nature a win-lose solution rather than a win-win solution. |

**Responding to Conflict Amongst Young Children**

When solving conflicts with young children you need to consider the following factors:

* How much time you have.
* How much the children will learn from this situation.
* How important the problem seems to be to the children involved.

In deciding what to do, consider the following questions:

1. Which children are involved? What is the conflict about?
2. Is it a problem with a clear, immediate solution or is it more complex?
3. How upset or angry are they?
4. What do they need from you and each other to work out the problem?
5. Is there enough time to devote to the problem?
6. Can the children deal with the problem right away or do they need some time to calm down?
7. Is everyone in an appropriate place to hold the discussion?
8. Should the discussion be private or public?
9. If problems cannot be addressed right away, it is important for children to hear the reason and to be told that the discussion will take place at a specific time (e.g., after snack, when we get back inside).
10. Is it a difference over resources or a difference in opinions?
11. Is the problem one that recurs frequently or is it unique to the children involved?

Some discussions are best handled with only the children involved, especially when the conflict affects only them or is related to an immediate situation. For some children, airing a dispute in public may be too difficult. However, some problems, particularly those that involve experiences that are common to most children, provide an opportunity for group problem-solving. Some problems can also be handled privately and then discussed at a later date in more general terms.

1. In a teaching/coaching situation for 10-year-old students (in your chosen sport), briefly describe when you would use; 8 marks
2. Direction \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Mediation

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Arbitration

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Judgement

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Workplace conflict**

There are broadly two kinds of workplace conflict: when people's ideas, decisions or actions relating directly to the job are in opposition, or when two people just don't get along. The latter is often called 'a personality clash'. A conflict of ideas on any aspect of business can often be productive, if the parties involved are willing to 'brainstorm' solutions together. Sometimes, the compromise can be better for business than either of the original ideas. Conflict of this kind often generates better work practices and initiates positive changes that would otherwise never have occurred.   
  
Personality clashes, on the other hand, are very rarely productive. A clash may start with a dispute on business practices and escalate from there to mutual loathing, or else the two people may simply have disliked each other from the beginning. This type of workplace conflict is bad for business, because it can lead to downturns in productivity and increases in absenteeism. On an individual level, workplace conflict is stressful and unpleasant. This anxiety may spill over into other areas of life and disrupt, for example, personal relationships.  
  
**Telling the difference**  
It is important to work out whether the conflict is caused by a personality clash or due to a dispute over business ideas, decisions or actions. This may be difficult if the conflict has been raging for some time. Some questions to think about:

* + Do you get frustrated or angry with the other person all the time, or just when particular work-related issues are raised?
  + If you feel angry about their views on work-related issues, is your anger unreasonable or out of proportion? Would you feel as mad if someone else in the office had a similar viewpoint?
  + Do you respect the other person in any way?

**Conflict over business ideas, decisions or actions**  
If the conflict is caused by opposing ideas, you could:

* + Try to stick to the issue in all dealings. This will encourage the other person to do the same.
  + Appreciate that other people have different opinions that are just as valid as yours.
  + Work out whether the issue really means that much to you, or whether your dislike for the other person has hardened your stance.
  + Decide that your aim is to solve the problem, rather than 'win' the argument. Be prepared to compromise.
  + Push aside feelings or judgements about the other person, and try hard to listen and understand their point of view.
  + Get others to mediate.

**Personality clashes**  
If the conflict is caused by personality clashes, the conflict will most likely continue unless attitudes and behaviours are changed. Suggestions include:

* + Accept that people are different.
  + Think about how much energy you are wasting in your dislike for the other person, and how you could invest that energy in more productive ways.
  + Don't gossip or complain about the person to others.
  + Try to be reasonable and polite, or at least neutral, to the other person.
  + Work towards making your workplace a friendlier environment.

**Workplace violence**  
Workplace violence is conflict escalated to the point of threats, insults, racial abuse, sexual harassment or physical contact, such as pushing or punching. Under Victoria's *Occupational Health and Safety Act 1985*, employers are strictly responsible for workplace violence and have a duty of care that can't be delegated. The affected worker should approach their employer, occupational health and safety representative, personnel manager or human resources officer. The person's union or the Victorian WorkCover Authority can also offer help and advice.   
  
The Victorian WorkCover Authority investigates breaches of the Occupational Health and Safety Act, and is involved in issues such as workers compensation. Document your experience of workplace violence as thoroughly as you can, such as taking photographs of injuries and keeping a diary of all incidents.   
  
**Criminal acts**  
Some acts of workplace violence, such as physical assault, are criminal acts and the police should be contacted.

**Where to get help**

* + Your employer
  + Relationships Australia (Victoria) Tel.(03) 9205 9570
  + Job Watch Tel. (03) 9662 1933 or 1800 331 617
  + WorkCover Advisory Service Tel. 1800 136 089
  + ACTU Workers' Line Tel. 1300 362 223

**Things to remember**

* + There are broadly two kinds of workplace conflict: when people's ideas, decisions or actions relating directly to the job are in opposition, or when two people just don't get along.
  + Workplace conflict is bad for business because it can lead to downturns in productivity and increases in absenteeism.
  + On an individual level, workplace conflict is stressful and unpleasant.

1. If conflict is occurring in your fitness centre workplace between yourself and another staff member, how do you tell the difference between work and personality conflict?

2 marks.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Suggest two methods of dealing with a conflict over work. 2 marks

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Suggest two methods of dealing with a personality clash at work. 2 marks

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FACILITATE A GROUP**

|  |  |
| --- | --- |
| **What is Facilitation?** |  |

|  |
| --- |
|  |

**What is facilitation?  Helping a process along**

To facilitate, is to help something (usually a process) move along.  The word derives from "facile" which is French for "easy".  To facilitate, then, is literally to make something easier.  Through facilitation, the instructor provides subtle "boosts" to help participants through a series of experiences which combine to create a desired effect.

Facilitate does not mean "solving a problem" or "doing it for someone". It means doing something that makes a process run a little better.  When a situation is too difficult, a facilitator is there to help.  When a student or a group are having desirable experiences, the facilitator can be less obtrusive. In general, the goals of facilitation often include participants analysing and better understanding their thoughts, feelings, and behaviours.

However, facilitation can also be understood to mean all the behaviours and actions of a teacher, instructor, trainer, mentor, etc. which influence the experience of the individuals and the group.  This includes subtle, unconscious behaviours of the instructor which can have profound influences on what unfolds.

**Four quadrants of facilitation: 2 x 2 (Intentional-Unintentional x Overt-Covert)**

Facilitation is everything that an instructor does, thus it includes intentional, unintentional, subtle and obvious behaviours.  Four types of facilitative behaviours can be identified, as follows:

|  |  |
| --- | --- |
| **Intentional - Overt**  These are things an instructor does intentionally and these are noticed by students.  Examples  1. A facilitator shows students how to make a fire.  2.. A facilitator uses [Socratic questioning](http://serc.carleton.edu/introgeo/socratic/second.html), such as when asking a question of a group during a debrief.  3. An instructor counsels or gives verbal feedback to a participant. | **Intentional - Covert**  These are things an instructor does intentionally but they are not noticed by students.  Example  1. As a group are sitting down to have a discussion, the facilitator intentionally places him her self next to a student who he/she wants to begin the discussion.  The instructor then casually indicates to go around in the direction of the person next to whom he/she has sat. |
| **Unintentional - Overt**  These are things an instructor does *without intending* and they are *noticed* by the students.  Examples  1. An instructor is naturally warm-hearted (without realizing) and this quickly makes students feel accepted and excited about the program.  2. An instructor unintentionally uses gendered language which upsets several participants. | **Unintentional - Covert**  These are things an instructor does *without intending* and they go *unnoticed* by the students.  But it does affect individual's experiences and has subtle socio-psychological impacts.  Examples  1. As a group are sitting down to have a discussion, the facilitator unintentionally sits either too far apart from the group (e.g., is ego-centric) or unintentionally too far into the group circle (e.g., is anxious, shy).  The group don't consciously notice but it effects the way participants respond to the instructor.  2. An instructor uses gendered language and this goes unnoticed by the group but it contributes to underlying gender issues and tensions within a group. |

Note that many definitions, theories and practical approaches to facilitation only focus on intentional efforts.  Basic "group debrief" type facilitation training, for example, seems to assume that everything (or at least the important stuff) happens in the conscious minds of both participants and instructor (*overt-intentional facilitation*).  Facilitation theories and training which use insights from psychology and group work tends to include more focus on unconscious, subtle, socio-psychological processes (unintentional and covert facilitation).

|  |
| --- |
|  |

1. As an instructor or coach you will find that you have behaviours that fit into each of the above categories. Give **personal** **examples** from your teaching/coaching experience for each of the categories. (Really think and contemplate what you do as a coach or teacher) 4 marks

Intentional Overt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intentional Covert \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unintentional Overt \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unintentional Covert \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FOUR STAGES OF GROUP DEVELOPMENT**

Tuckman described the four distinct stages that a group can as it comes together and starts to operate.  This process can be subconscious, although an understanding of the stages can help a group reach effectiveness more quickly and less painfully.

**Stage 1: Forming**

|  |  |
| --- | --- |
| http://www.chimaeraconsulting.com/images/baseline/forming.jpg | Individual behaviour is driven by a desire to be accepted by the others, and avoid controversy or conflict.  Serious issues and feelings are avoided, and people focus on being busy with routines, such as team organisation, who does what, when to meet, etc.  But individuals are also gathering information and impressions - about each other, and about the scope of the task and how to approach it.  This is a comfortable stage to be in, but the avoidance of conflict and threat means that not much actually gets done. |

**Stage 2: Storming**

|  |  |
| --- | --- |
| http://www.chimaeraconsulting.com/images/baseline/storming.jpg | Individuals in the group can only remain nice to each other for so long, as important issues start to be addressed.  Some people's patience will break early, and minor confrontations will arise that are quickly dealt with or glossed over.  These may relate to the work of the group itself, or to roles and responsibilities within the group. Some will observe that it's good to be getting into the real issues, whilst others will wish to remain in the comfort and security of stage 1.  Depending on the culture of the organisation and individuals, the conflict will be more or less suppressed, but it'll be there, under the surface. To deal with the conflict, individuals may feel they are winning or losing battles, and will look for structural clarity and rules to prevent the conflict persisting. |

**Stage 3: Norming**

|  |  |
| --- | --- |
| http://www.chimaeraconsulting.com/images/baseline/norming.jpg | As Stage 2 evolves, the "rules of engagement" for the group become established, and the scope of the group's tasks or responsibilities are clear and agreed.  Having had their arguments, they now understand each other better, and can appreciate each other's skills and experience.  Individuals listen to each other, appreciate and support each other, and are prepared to change pre-conceived views: they feel they're part of a cohesive, effective group.  However, individuals have had to work hard to attain this stage, and may resist any pressure to change - especially from the outside - for fear that the group will break up, or revert to a storm. |

**Stage 4: Performing**

|  |  |
| --- | --- |
| http://www.chimaeraconsulting.com/images/baseline/performing.jpg | Not all groups reach this stage, characterised by a state of interdependence and flexibility. Everyone knows each other well enough to be able to work together, and trusts each other enough to allow independent activity.  Roles and responsibilities change according to need in an almost seamless way.  Group identity, loyalty and morale are all high, and everyone is equally task-orientated and people-orientated.  This high degree of comfort means that all the energy of the group can be directed towards the task(s) in hand. |

Ten years after first describing the four stages, Bruce Tuckman revisited his original work and described another, final, stage:

**Stage 5: Adjourning**

|  |  |
| --- | --- |
| http://www.chimaeraconsulting.com/images/baseline/adjourning.jpg | This is about completion and disengagement, both from the tasks and the group members.  Individuals will be proud of having achieved much and glad to have been part of such an enjoyable group.  They need to recognise what they've done, and consciously move on.  Some authors describe stage 5 as "Deforming and Mourning", recognising the sense of loss felt by group members. |

Tuckman's original work simply described the way he had observed groups evolve, whether they were conscious of it or not.  But for us the real value is in recognising where a group is in the process, and helping it to move to the Perform stage.  In the real world, groups are often forming and changing, and each time that happens, they can move to a different Tuckman Stage.  A group might be happily Norming or Performing, but a new member might force them back into Storming. Seasoned leaders will be ready for this, and will help the group get back to Performing as quickly as possible.

Many work groups live in the comfort of Norming, and are fearful of moving back into Storming, or forward into Performing. This will govern their behaviour towards each other, and especially their reaction to change.

1. If you were given the role of **Head Coach** of a state team in your chosen sport you would be working with players from many different cultures, experience and playing backgrounds. These players will have played in many teams under a variety of coaches. Their individual aim, to this point, has been to make the state team. As a group they will now go through the process of group formation (as listed above). Including the stage of adjourning, what will you do as a coach to ensure your player group evolves as a group. Note specific examples for each stage. 20 marks

\* Consider some of the barriers that may emerge along the way such as; conflict between individual and group goals, personality clashes, poor communication skills, poorly defined responsibilities and goals, inadequate skills to perform the task, lack of group cohesion and commitment to group goals.

\* Consider some strategies for your groups such as; goal setting, monitoring and review processes, negotiation and defining roles and responsibilities in the team (officials and players)

\* Consider methods of decision making (who makes the decisions – you or the team? Does the team have responsibility for the decisions?), trust, safety and respect

\* Consider how you monitor group performance and factors that may contribute to optimal performance.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teaching Styles

Just as people have individual learning styles, teachers have teaching styles that works best for them. It is important to be aware of your preferences when creating and delivering coaching and/or instruction.

One way in which teaching styles can be categorized is as:

* formal authority
* [demonstrator or personal model](http://members.shaw.ca/mdde615/tchstycats.htm#demonstrator)
* [facilitator](http://members.shaw.ca/mdde615/tchstycats.htm#facilitator)
* [delegator](http://members.shaw.ca/mdde615/tchstycats.htm#delegator)

Do you know what type you are?

To get an indication of what your main teaching style is, take our [teaching styles quiz](http://members.shaw.ca/mdde615/tchstylsquiz7.htm).

<http://members.shaw.ca/mdde615/tchstyles.htm>

**Formal Authority**

Teachers who have a formal authority teaching style tend to focus on content. This style is generally teacher-centred, where the teacher feels responsible for providing and controlling the flow of the content and the student is expected to receive the content.

One type of statement made by an instructor with this teaching style is "I am the flashlight for my students, I illuminate the content and materials so that my students can see the importance of the material and appreciate the discipline."

Teachers with this teaching style are not as concerned with building relationships with their students nor is it as important that their students form relationships with other students. This type of teacher doesn't usually require much student participation in class. "Sage on the stage" model.

Click on the following link for more information about Instructional Design as it relates to the [Formal Authority](http://web.indstate.edu/ctl/styles/id2.html).

**Demonstrator or Personal Model**

Teachers who have a demonstrator or personal model teaching style tend to run teacher-centred classes with an emphasis on demonstration and modeling. This type of teacher acts as a role model by demonstrating skills and processes and then as a coach/guide in helping students develop and apply these skills and knowledge.

A teacher with this type of teaching style might comment: "I show my students how to properly do a task or work through a problem and then I'll help them master the task or problem solution. It's important that my students can independently solve similar problems by using and adapting demonstrated methods."

Instructors with this teaching style are interested in encouraging student participation and adapting their presentation to include various learning styles. Students are expected to take some responsibility for learning what they need to know and for asking for help when they don't understand something.

Click on the following link for more information about Instructional Design as it relates to the [Demonstrator or Personal Model](http://web.indstate.edu/ctl/styles/id3.html) teaching style.

**Facilitator**

Teachers who have a facilitator model teaching style tend to focus on activities. This teaching style emphasizes student-centered learning and there is much more responsibility placed on the students to take the initiative for meeting the demands of various learning tasks.

This type of teaching style works best for students who are comfortable with independent learning and who can actively participate and collaborate with other students.

Teachers typically design group activities which necessitate active learning, student-to-student collaboration and problem solving. This type of teacher will often try to design learning situations and activities that require student processing and application of course content in creative and original ways.

Click on the following link for more information about Instructional Design as it relates to the [Facilitator](http://web.indstate.edu/ctl/styles/id4.html) teaching style.

**Delegator**

Teachers who have a delegator teaching style tend to place much control and responsibility for learning on individuals or groups of students.

This type of teacher will often give students a choice designing and implementing their own complex learning projects and will act in a consultative role.

Students are often asked to work independently or in groups and must be able to maintain motivation and focus for complex projects. Students working in this type of setting learn more than just course specific topics as they also must be able to effectively work in group situations and manage various interpersonal roles.

1. Considering the 4 teaching styles above, where do you think you fit? 2 marks

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. List some ways in which you consider you are a role model to the students you teach 2 marks

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Some teaching styles are more suited to particular environments. Sometimes, also, some teaching styles are required for safety with young children. Consider each of the teaching styles and note an example of an age group, sport and environment that would suit the style. 8 marks

Formal authority \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Demonstrator of personal model \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Facilitator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Delegator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Listed below are some of the preamble and principles from the Australian Catholic University. Which of the principles are applicable to you as a teacher / coach? Note these as a number and point (eg 1 – ii and iii) 3 marks

Your teacher can also provide you with a copy of the Victorian Institute of Teaching Code of Conduct to enhance your understanding.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The pursuit of truth in all disciplines requires a profound respect for all persons, a willingness to take different points of view seriously, and an openness to new and challenging ideas. This demands that academic staff show commitment to the search for understanding and wisdom in their teaching. By showing their commitment to, and genuine love of, learning, they will encourage their students to be motivated to discipline and form their minds so that they gain an integrated understanding of what they study.

This Code of Ethics in Teaching flows out of an understanding of scholarly work as demanding the highest possible professional standards of rigour and academic excellence from staff. It articulates the following principles to shape the framework of relationships and interactions, in which academic staff and students engage in teaching and learning.

**Principles**

***1. Scholarly Competence***

An academic staff member

1. has an appropriate level of competence in a field of enquiry and endeavours to keep abreast of developments in it.
2. understands a variety of teaching and learning approaches and strategies, and endeavours to maintain awareness of pedagogical advances.
3. appreciates the nature of evaluation and utilises effective evaluation techniques in relation to curriculum, teaching and learning.

***2. Scholarly Engagement***

An academic staff member

1. engages students in material that is current, accurate and appropriate to the course of study, in which the students are enrolled.
2. strives to ensure that teaching and learning are informed by relevant research.
3. implements teaching and learning approaches and strategies that are appropriate and effective for students in their particular contexts.
4. is well prepared for each teaching activity.

***3. Scholarly Respect for Students***

An academic staff member

1. recognises a range of backgrounds and abilities that may exist among students and seeks to promote the intellectual and personal development of each individual student.
2. respects the right of students to hold particular and different points of view, while seeking to challenge students to be aware of and evaluate alternative theoretical perspectives, values and opinions.
3. deals with sensitive topics in ways that respect student views and feelings.
4. treats students with respect and dignity.
5. maintains confidentiality in relation to student records, assessment items and matters privately communicated by and to the student.
6. provides valid, fair and consistent assessment of student performance that is appropriate in relation to the unit and course objectives, content and methods.
7. provides constructive, accurate and timely feedback to students on their performance during and after each unit within a course.

***4. Scholarly Respect for Colleagues***

An academic staff member

1. respects and acknowledges the contributions that colleagues, including those from other disciplines, make towards student learning and seeks to work in collaborative and complementary ways with colleagues to promote such learning.
2. treats colleagues with respect, dignity and professional courtesy.

***5. Scholarly Respect for the University***

An academic staff member

1. is aware of the mission, goals, policies, procedures and expectations of the University, and supports these in dealings with students and colleagues.
2. contributes constructive suggestions on how institutional practices of the University can be improved.
3. provides appropriate time and effort to the teaching in which s/he is engaged.

**PLAN A SESSION, CONDUCT A SESSION**

**10 Steps To Developing A Quality Lesson Plan:**

This guide is not meant to be the one and only way to develop a lesson plan. It is a general overview that highlights the key points of creating a lesson plan. Below is a list of the steps involved in developing a lesson plan as well as a description of what each component should be. You may also find this new [Lesson Plan Template](http://www.lessonplanspage.com/LessonTemplate.htm) to be useful for creating your lesson plans!

1. The first thing to consider, obviously, is what you want to teach. This should be developed based upon your state (or school) standards. You also need to be aware of what grade level you are developing the lesson plan for (and keep that in mind of course), and also record a time estimate for your lesson plan to help in time budgeting. Once you have your topic, you can begin determining how you want to teach the topic. If you didn't use the state standards to help in developing your topic, refer to them now to see what specific standards your lesson plan can fulfill. Having your lesson plan correctly aligned with state standards helps to prove its worthiness and necessity. It also helps in assuring that your students are being taught what your state requires. If you are able to correlate your lesson plan with standards, record links to those standards in your lesson plan. If writing this lesson plan for a website (The Lesson Plans Page) be sure to include a title that properly reflects your topic.

2. To make sure your lesson plan will teach exactly what you want it to; you need to develop clear and specific objectives. Please note that objectives should not be activities that will be used in the lesson plan. They should instead be the learning outcomes of those activities. As an example, if you wanted to teach your class how to add 2 + 3, your objective may be that "the students will know how to add 2 + 3" or more specifically "the students will demonstrate how to add 2 + 3."   
Objectives should also be directly measurable (we'll get to this in assessment / evaluation). In other words, make sure you will be able to tell whether these objectives were met or not. You can certainly have more than one objective for a lesson plan.   
To make objectives more meaningful, you may want to include both broad and narrow objectives. The broad objectives would be more like goals and include the overall goal of the lesson plan, i.e. to gain familiarity with adding two numbers together. The specific objectives would be more like the one listed above, i.e. "the students will demonstrate how to add the numbers 2 and 3 together."

3. You would probably find out exactly what materials you are going to use later, but they should be shown early in your lesson plan. This way if someone else were going to use your lesson plan, they would know in advance what materials are required. Be specific here to make sure the teacher will have everything they need. For the addition lesson, you should make sure you have 10 or so unifix cubes per student, paper, and pencils.

4. You may also want to write an Anticipatory Set, which would be a way to lead into the lesson plan and develop the students' interest in learning what is about to be taught. A good example deals with a lesson on fractions. The teacher could start by asking the students how they would divide up a pizza to make sure each of their 5 friends got an equal amount of pizza, and tell them that they can do this if they know how to work with fractions.

5. Now you need to write the step-by-step procedures that will be performed to reach the objectives. These don't have to involve every little thing the teacher will say and do, but they should list the relevant actions the teacher needs to perform. For the adding 2 + 3 lesson, you may have procedures such as these:  
     A. The teacher will give each child 2 unifix cubes.  
     B. The teacher will ask the students to write down how many unifix cubes they have on paper (2).  
     C. The students should then write a + sign below the number 2, like this:  
   2  
 +  
     D. The teacher will then pass out 3 more unifix cubes to each student.   
     E. The students will be asked to write down how many unifix cubes they were just given. They should write this number below the number 2 that they just wrote, so that it looks like this:  
   2  
 +3  
     F. Students should now draw a line under their 3.   
     G. Now the students should count how many unifix cubes they have together and write this number just below the 3, like this:  
   2  
 +3  
 ----  
   5  
     H. Ask students how many unifix cubes they had to start, how many they were given to add to that, and how many they had total after the teacher gave them the 3 unifix cubes.

6. After the procedures have been completed, you may want to provide time for independent practice. For the example of above, students could be given time to add different numbers of unifix cubes together that a partner would provide them with.

7. Just before moving on to the assessment phase you should have some sort of closure for the lesson plan. A good idea for this is to return to your anticipatory set, i.e. ask students how they would divide up that pizza now that they know how to work with fractions (refer to the example in step 4).

8. Now you want to write your assessment / evaluation. Many lesson plans don't necessarily need an assessment, but most should have some sort of evaluation of whether or not the objectives were reached. The key in developing your assessment is to make sure that the assessment specifically measures whether the objectives were reached or not. Thus, there should be a direct correlation between the objectives and the assessments. Assuming the objective were to be able to add two single digit numbers together, an example would be to have students approach the teacher and add two single digit numbers (that the teacher provides via unifix cubes) on paper using unifix cubes as a guide.

9. Adaptations should also be made for students with learning disabilities and extensions for others. Examples would be adding 1 unifix cube to 1 unifix cube for students with learning disabilities and adding 9 unifix cubes to 13 unifix cubes for gifted students. This is best done with specific adaptations for specific students, to take into account their individual differences.

10. It's also a good idea to include a "Connections" section, which shows how the lesson plan could be integrated with other subjects. An example would be to have students paint 2 apples, then 3 more apples below them, etc. to integrate Art into the lesson plan. A better integration would involve creating 2 or 3 different types of textures on those apples, assuming texture was being studied in art class. Putting a lot of work into this can develop complete thematic units that would integrate related topics into many different subjects. This repetition of topics in different subjects can be extremely helpful in ensuring retention of the material.

1. The explanation above refers to planning a primary school Maths lesson, however, the information and explanation of each of the aspects of lesson planning are universal. Utilising the information above and the outline provided, create a lesson for your chosen sport.

Note the age group and skill level of the group.

Note the time for the complete lesson and for each section and activity.

Read and consider the performance criteria for SRXCAI004B (Plan a session or program for participants AND SRXCAI005B (Conduct a sport and recreation session for participants). 10 marks

Lesson Plan Title:

Skill / Strategy To Teach:

General Goal(s):

Specific Objectives:

Required Materials / Equipment:

Warm Up/Anticipatory Set (Lead-In). Use diagrams and explanations:

Step-By-Step Procedures. Use diagrams and explanations

(Activities, Drills and Key Coaching Points):

Plan For Independent Practice:

Closure / Consolidation Activities

Assessment Based On Objectives:

Extensions (For Gifted Students):

1. If you were teaching this lesson on the oval, list 4 environmental considerations that you would need to take into account for teaching and safety of both yourself and the students. 2 marks

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. If you were teaching this lesson in the gym, list 4 environmental (safety) considerations that you would need to take into account for teaching and safety of both yourself and the students. 2 marks

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_